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ABSTRACT

The Exceptional Athlete Matters (World T.E.A.M.) Sports (WTS) brings individuals together to undertake unique athletic events throughout the world to encourage, promote, and develop opportunities in sports for people, with and without disabilities. This classroom program on character education provides teachers with lesson plans on three themes for healthy minds and healthy bodies: (1) achievement; (2) stereotypes; and (3) strategies. Each lesson plan can serve as its own unit on a theme, while all three lesson plans can also work in unison with one another. Each plan emphasizes skill building, while weaving in character education topics such as empathy, goal setting, and interpersonal relationships, complementing specific goals and objectives for language arts classrooms. The topics include aspects on writing, research, and literary analysis. The curriculum program includes specific modifications on each theme for social studies teachers, health teachers, and physical education teachers. Each lesson plan provides teachers with the lesson's central objective; the skills promoted and developed; the estimated time required for the lesson; a full activity in a transparency-ready form for use on an overhead or as a handout; background information and suggestions to help prepare the lesson; writing prompts modeled after standardized tests; links to the lesson plan's development of character education; and links to national curriculum standards. Contains a list of Web site resources, frequently asked questions, and a glossary. (BT)

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THE WORLD T.E.A.M. SPORTS CHARACTER EDUCATION CURRICULUM PACKAGE

ED 472 109

SO 034 499

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FACE OF AMERICA

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face of AMERICA 2002

In 2000, World T.E.A.M. Sports (WTS) executed one of the most creative and innovative sporting and humanitarian projects in our nation's history, Face of America 2000. From May 13 - June 3, two teams of athletes, representing the diversity that comprises our nation's new face, traveled across America from opposite coasts in a multi-sport extravaganza to bridge our communities and promote health and fitness for all. The Face of America symbolized the power that can be gained from building diverse teams. Starting simultaneously in Boston, MA, and San Francisco, CA, the teams traveled towards St. Louis, MO, where they joined as one team under the Gateway Arch.

On September 20-22, WTS will be executing Face of America 2002, bringing together a team of 1,200 able-bodied and disabled cyclists from around the world to ride in a three-day, two-night, 270-mile journey from Ground Zero to the Pentagon. The event will honor the lives of those who were killed in the terrorist attacks on September 11, 2001. The ride will be a monumental expression of hope and unity in the form of an athletic challenge that affirms WTS' belief that the sheer internal will of the human person is what allows us to accomplish nearly impossible goals...despite differences.

Team members in the growing Face of America initiative not only reflect the "face" of America but they also want to change the face of America. At the heart of this classroom program is the Face of America mission to bridge and build communities through sports, advancing the notion that our nation can become stronger and more united by working together, valuing diversity, and embracing a common goal.

The Face of America Character Education Program is proudly supported by:

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ABOUT WORLD T.E.A.M. SPORTS

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Mission Statement: *World T.E.A.M. (The Exceptional Athlete Matters) Sports (WTS) brings individuals with and without disabilities together to undertake unique athletic events throughout the world to encourage, promote, and develop opportunities in sports for all people. Our team oriented athletic events coupled with medical and educational outreach programs stimulate the power of learning through participation. We maximize the exposure and powerful impact of these events through all modes of modern media.*

Since formally opening the doors in 1993, World T.E.A.M. Sports has become a leader in the international sports and recreation community as an innovative and dynamic sports charity. WTS teams have climbed mountains in Africa, bicycled across the Gobi Desert, run marathons across some of the world's most grueling terrain, covered the distance of Vietnam on bicycles and handcycles, crossed the US with two teams in a multi-sport event called Face of America, and this coming September, in their most ambitious domestic event, Face of America 2002, will gather a team of over 1,200 athletes to complete a 270-mile cycling challenge from New York to Washington, DC in honor of those killed in the events of September 11, 2001. WTS' last three global projects resulted in documentary films and the latest, Vietnam Long Time Coming, won an Emmy Award for Best Program Achievement.

FOCUS OF THE CURRICULUM

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The Face of America Classroom Program provides you with extensive lesson plans on three themes: **achievement**, **stereotypes** and **strategies for healthy minds and healthy bodies**. Each lesson plan can serve as its own unit on a theme, while all three lesson plans can also work in unison with one another. Additionally, each of them emphasizes skill building while weaving in character education such as empathy, goal setting, and interpersonal relationships in a way that complements specific goals and objectives for language arts classrooms, including writing, research, and literary analysis. At the same time, the curriculum includes specific modifications on each theme for social studies teachers, health teachers, and physical education teachers.

FACETS OF THE CURRICULUM

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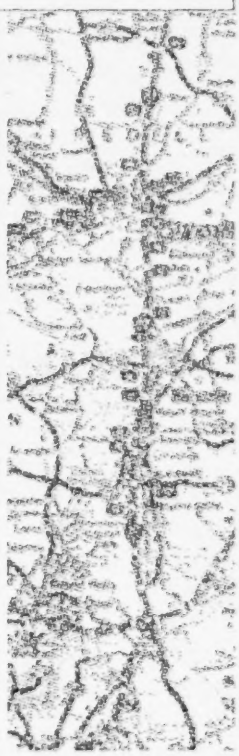
In order to make the Face of America Classroom Program both easy and effective to use, each lesson plan follows the same format. You will quickly be able to determine the focus of each lesson plan and its appropriateness for your use. The format provides you with:

- the lesson plan's central objective
- the skills promoted and developed
- the estimated time required for the lesson plan
- a full activity in a transparency-ready form for use on an overhead or as a handout
- background information and suggestions to better prepare you for the lesson
- writing prompts modeled after standardized tests
- links to the lesson plan's development of character education
- links to national curriculum standards

Plus, as mentioned, each lesson plan provides teachers in other subject areas with specific suggestions on how to modify an activity to meet their goals and objectives.



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WEB RESOURCES

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American Association of People with Disabilities
www.aapd.com
This is a unifying membership organization for people with disabilities and their families and friends to access economic and other benefits and for them to form an organization which will be a positive private-sector force to achieve the goal of full inclusion in American society.

Callahan Cartoon
www.callahanonline.com
Disability issues cartoon

Census Bureau – Disability Data
www.census.gov/hhes/www/disability.html
This site provides a wide variety of statistics on the numbers of people in the U.S. with disabilities.

Department of Justice – Americans with Disabilities Act
www.usdoj.gov/crt/ada/adahom1.htm
Informational site on the ADA

Disability Rights Education and Defense Fund
www.dredf.org
Founded in 1979 by people with disabilities and parents of children with disabilities, the Disability Rights Education and Defense Fund, Inc. (DREDF) is a law and policy center dedicated to protecting and advancing the civil rights of people with disabilities through legislation, litigation, advocacy, technical assistance, and education and through training of attorneys, advocates, persons with disabilities, and parents of children with disabilities.

Disability History Project: Beyond Affliction
http://www.npr.org/programs/disability/index.html
Beyond Affliction: The Disability History Project is a four-hour documentary radio series about the shared experience of people with disabilities and their families since the beginning of the 19th century.

Disabled Sports, USA
www.dsusa.org
DS/USA now offers nationwide sports rehabilitation programs to anyone with a permanent physical disability. Activities include winter skiing, water sports, summer and winter competitions, fitness and special sports events. Participants include those with visual impairments, amputations, spinal cord injury, dwarfism, multiple sclerosis, head injury, cerebral palsy, and other neuromuscular and orthopedic conditions.

Learning Disabilities Association of America
www.ldanatl.org
The Learning Disabilities Association of America is a national, non-profit organization. Its purpose is to advance the education and general welfare of children and adults of normal or potentially normal intelligence who manifest disabilities of a perceptual, conceptual, or coordinative nature.

National Association of the Deaf
www.nad.org
The NAD safeguards the accessibility and civil rights of 28 million deaf and hard of hearing Americans in a variety of areas including education, employment, health care and social services, and telecommunications.

National Center for Learning Disabilities
www.ncld.org
This site provides national leadership in supporting those with learning disabilities.

WEB RESOURCES

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National Council on Disability
www.ncd.gov
The National Council on Disability (NCD) is an independent federal agency making recommendations to the President and Congress on issues affecting 54 million Americans with disabilities.

National Council on Independent Living
www.ncil.org
The National Council on Independent Living is a membership organization that advances the independent living philosophy and advocates for the human rights of, and services for, people with disabilities to further their full integration and participation in society.

National Institute on Disability and Rehabilitation Research
www.ed.gov/offices/OSERS/NIDRR/
The United States Department of Education's Office of Special Education and Rehabilitative Services (OSERS), through its National Institute on Disability and Rehabilitation Research (NIDRR), conducts comprehensive and coordinated programs of research and related activities to maximize the full inclusion, social integration, employment, and independent living of disabled individuals of all ages.

National Organization on Disability
www.nod.org
The National Organization on Disability promotes full and equal participation of America's 54 million men, women, and children with disabilities in all aspects of life.

Office of Special Education and Rehabilitation Services
www.ed.gov/offices/OSERS/index.html
The Office of Special Education and Rehabilitative Services (OSERS) supports programs that assist in educating children with special needs, provides for the rehabilitation of youth and adults with disabilities, and supports research to improve the lives of individuals with disabilities.

Paralyzed Veterans of America
www.pva.org
The Paralyzed Veterans of America (PVA), a congressionally-chartered veterans service organization founded in 1947, has developed a unique expertise in a wide variety of issues involving the special needs of its members — veterans of the armed forces who have experienced spinal cord dysfunction.

Ragged Edge Magazine
www.ragged-edge-mag.com
Leading disability rights magazine

Special Olympics, Inc.
www.specialolympics.org
Sports opportunities for individuals with developmental disabilities

We Media
www.wemedia.com
Disability news

Yahoo – Disability Links
dir.yahoo.com/Society_and_Culture/Disabilities/
A link to finding more Web resources

MEET SOME OF THE FACES OF THE FACE OF AMERICA 2002

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Maytal Serper

In 1996, during the holiday of **Purim**, Maytal Serper was out in the center of **Tel-Aviv** enjoying the holiday when a suicide bomber struck and changed her life forever. As a result of the attack, Maytal lost her left leg, her right leg was totally crushed, and 75% of her body suffered from burns. Her younger brother was among the thirteen people killed in the attack. Today, as an academic librarian at Tel-Aviv University, she spends much of her day in a wheelchair, able to walk short distances with her crutches. Face of America is a challenge and an amazing accomplishment for Maytal.

*I am excited about being part of Face of America because it is one of those high points in my life. It's an opportunity to be a part of an event that on the one hand commemorates a terrible tragedy of the American people, and on the other hand symbolizes togetherness and **steadfastness**. Because of my own involvement in a personal and national trauma, I can completely identify with both of these sides of Face of America. Plus, the event provides all of us with the chance to meet many people and make new friendships and return home knowing we are not alone.*

Michael Alvardo

As it did with so many people, September 11 affected Michael Alvardo in ways that weren't imagined before that day. But as a firefighter whose firehouse was near the Pentagon, he experienced the tragedy in ways that few did. He and his team were among the first responders to the Pentagon, and he spent the next ten days working around the clock at both the Pentagon and his firehouse.

On September 11, 2001, and on the days that followed, I have never experienced such terror and sorrow from so many people. And as a Department, we are still struggling through this. I feel that our 15-member team from Arlington County Fire Department will show our support for those who are still suffering. For Face of America we are riding as a team as we worked as a team at the Pentagon. This ride means a lot to me, and I hope it will symbolize to our nation the need to stay united as one.

Maria Bockman

Maria Bockman is a counselor at a high school in Hoboken, New Jersey. Through the school's fourth-floor windows many of her students witnessed the planes crashing into the World Trade Center buildings. All of the events surrounding September 11, 2001 made Maria's job as a counselor extremely difficult and time consuming. And as a person with friends and family across the river in New York City, she endured many difficult and tense situations herself. She teaches a conflict resolution class that helps students deal with conflict on a personal and a global level. Before Face of America, Maria completed four rides, including the Northeast AIDS ride from NYC to Boston.

I am excited to be part of the Face of America ride for many reasons. The main reason is personal — I lost a friend and know of many other people who died on September 11. I want to be part of this experience. I want to show myself and others that as a team we can survive. It's not only a physical challenge, but an emotional challenge as well. With my experience as a bike rider and my experience as a counselor, I can help others not only face those hills, but also face every morning without a loved one. This can also be a lesson to my students. By doing this ride, I not only can tell my students, but I can SHOW them that there is support everywhere and that we are doing something to stand up for ourselves in a way that does not include violence.

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MEET SOME OF THE FACES OF THE FACE OF AMERICA 2002

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Terrie Wurzbacher

As an **active duty** member of the U.S. Navy, Terrie Wurzbacher understands how a group of people with diverse backgrounds can come together and succeed as a team. As a native of New York and a resident of the Washington, D.C. area, she is particularly proud to be part of Face of America. And as one who has **epilepsy**, Terrie knows that she is looked upon as a role model for those with disabilities through both her participation in Face of America and her role as a member of the armed forces.

*Riders from all over will become ONE, supporting each other through tough times mentally and physically. We will be there enduring whatever is thrown at us. I think we want to endure some pain — to feel we cannot go on perhaps ... to experience a **miniscule** amount of the discomfort that the people felt [on September 11]. We know that it will not be anything near what they experienced, but we HAVE to do something ... Riders are action-oriented people, and we have not really been able to take any action to show our love and support for both the victims and survivors — this ride is giving us the opportunity to do more than just fly the flag ... There will be riders of all nationalities, and I know they will be of all sizes, shapes, and colors. I, for one, am overweight but very fit. The diversity amongst the riders will **dispel** the stereotype that most people hold of bicycle riders — that they are all "skinny." It also will help dispel the myth that having a disability **precludes** accomplishing a major goal — my epilepsy will not stand in the way of my training for and succeeding in this ride. There are other riders with other conditions, many with **asthma**, some with heart conditions ... There will be "all kinds" on the road from New York to D.C.*

Jim Weitz

An avid biker, Jim Weitz has ridden his bicycle on numerous occasions for a number of good causes, including the Washington, D.C. AIDS Ride 7. Living in Germantown, Maryland, he has many opportunities to participate in events in and around Washington, to support and be a part of those issues that he feels need attention. Face of America, however, is unlike any other event or cause in which he has participated.

I started thinking about what exactly this ride represents. To me, this ride represents unity — of spirit, of people, of a country. Unity in the remembrance of September 11th, and unity in showing the world the true "Face of America." We are people from different ethnic backgrounds, different religious beliefs, and different social backgrounds. We are such a mix, and yet, we are one!

Wanda Ayala

Wanda Ayala hasn't been the same since she lost her younger brother to AIDS in 1996. As a mother of three (ages 13, 15, and 20), she tries to demonstrate that tragedy and **adversity** can inspire you to make a difference. Since her brother's death, Wanda has personally raised $12,000 in the fight against the disease by completing six AIDS rides. When she's not working at the U.S. Postal Service, Wanda spends much of her spare time volunteering and working with young people in the Washington, D.C. area.

The Face of America ride is an extension of what I enjoy doing — helping others. I am riding in honor of our fellow Americans killed on September 11, 2001, a day that has changed our lives forever. I am also committing my time and efforts to honor those who lost their loved ones. I am riding in special memory of Dan Trant. He was the brother of my coworker, Sally Trant.

Americans are survivors, not victims. We proved that by coming together as a nation and helping one another get through the tragic events of September 11. Face of America proves once again that we all stand united.

MEET SOME OF THE FACES OF THE FACE OF AMERICA 2002

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Ean Chong

Though Ean Chong says he wasn't affected directly by 9/11, that tragic day hit him in a way that it did many teenagers, particularly those living near New York City. And as a student at the Academy of Allied Health and Sciences — a high school in Neptune City, New Jersey, whose coursework focuses on the medical sciences — Ean understands the importance of helping others. He is part of the Volunteer Corp, a club at his school that organizes various charity events for causes in the community. Recent **beneficiaries** have included The Center, a local community outreach center for those infected with HIV/AIDS and The Monmouth/Ocean County Food Banks. Face of America, though, is unlike anything Ean has ever done.

I know friends of my family and neighbors who were directly affected by September 11. Face of America is an opportunity to ride in memory of all the fathers and mothers, brothers and sisters, sons and daughters who lost their lives that day, and it is a chance to honor those friends and families left behind. Being a part of Face of America gives me a better appreciation for life, along with a little ***clarity*** *of what's really important. My contribution to the event is the hope and energy of a 17-year-old, fortunate enough to be able to take part in an event with his dad.*

MEET SOME OF THE FACES OF THE FACE OF AMERICA 2000

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Sarah Will

Considered the top mono-ski athlete in the world today, Sarah Will competes worldwide as a member of the U.S. Disabled Ski Team. She has earned twelve **Paralympic** gold medals and one silver medal, making her one of the most decorated U.S. skiers ever. Sarah has participated in Face of America events on a **handcycle**.

The focus of the Face of America is right on track — a collection of people with active lifestyles across the country coming together to promote fitness, and the outdoors. The public gets an opportunity to see those who are serious about achieving goals that most people think are impossible. It's a place to learn by watching and hopefully this will help people recognize their own potential. [To everyone,] push yourself, enjoy yourself, and learn what your body can do. We live in a wonderful and diverse country — get out there.

June Solomon

June Solomon grew up in **Trinidad and Tobago** where she participated in track and field and other sports. As a young athlete, June qualified for the **Pan Am Games** and was a varsity rower at Temple University where she graduated with a degree in **Kinesiology**. She now helps individuals design programs for exercise and personal fitness. June is a long distance, speed, and dance inline skater who is also active in roller soccer.

As a woman of color, I believe it is important to be a role model for other women or young girls who might be interested in sports. While growing up in Trinidad and Tobago, I walked many miles to and from school. I have overcome many obstacles in my life and I always try to obtain my goals. [Participating in] Face of America was my first goal for the new ***millennium****.*

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MEET SOME OF THE FACES OF THE FACE OF AMERICA 2000

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José Ramos

José Ramos was born in East Los Angeles, the eighth child of Mexican parents. He and his five brothers all served in the military, although José was the only one to see combat — serving as a medic in Vietnam and winning numerous decorations. He continued to deal with life and death by working in an emergency room in Los Angeles. After being diagnosed with **post-traumatic stress disorder** after over 20 years of depression and drug abuse problems, José was forced to retire and enter an **in-house treatment program**. José was a member of a group of veterans who biked from Hanoi to Ho Chi Minh City as part of World T.E.A.M. Sports' Vietnam Challenge. He now speaks to other veterans and school children about Vietnam and the Vietnam Challenge.

I spent most of last night thinking about why I am [part of Face of America]. I realized this ride was not about me or its participants, rather it is about everyone, everywhere in the world. We are all one, we are all equal. We are all dependent upon each other in some way. I thank God for allowing us to be the messengers to deliver this message to America and the world ... I sincerely hope we are able to be an example for people with special needs.

My Lien Nguyen

My Lien Nguyen was raised in a strong Vietnamese household in the United States and is now a Doctoral of Philosophy candidate in **Ethnobotany** at the University of Hawaii. She is a partial **quadriplegic** (the result of a mountain biking accident nearly five years ago) and is active in a variety of sports including handcycling, SCUBA, outrigger canoeing, surfing, horseback riding, and skiing.

Face of America is an opportunity, not only to celebrate and support the themes, goals, and my parallel beliefs in the value of the great diversity of Americans or to celebrate our natural environment and the importance of physical fitness, but also a chance to fully come to terms with my own physical diversity. As an athletic woman with a physical disability, an ethnic minority, and an educator and scientist, I want to contribute to the Face of America.

FREQUENTLY ASKED QUESTIONS

There are many questions and many misperceptions about disabilities and those with disabilities. Here are some questions that you may have and some answers that you may not already know.

Is the term "handicapped" still used?
No. Well yes, but most people with disabilities wish that it would not be used.

Is there a difference between a handicap and a disability?
Handicap is a derogatory term: implies *less than* and implies that one needs help ... Both are terms developed by society. A person is disabled because of the social environment.

What are some common disabilities?
Spinal cord injuries, head injuries, amputation, blindness, deafness

How many people have a disability?
54 million in the US

Is the number of people with a disability growing, declining, or staying about the same?
Growing ... the definition for disabling conditions is growing ... also the generation of elderly folks is growing

How often is someone born with a disability, as opposed to developing a disability later on?
Developing a disability is more frequent than disabilities at birth. More people have acquired disabilities most particularly because of the disabling conditions that develop with advanced age.

How does someone who isn't born with a disability develop one?
Car accidents, illness (e.g., a ***stroke***), war-related injuries, cancer, ***diabetes***, etc.

What is the difference between a physical disability and a mental disability?
On its own, physical disability means the person does not have any ***cognitive*** impairments. A person with a mental disability has a cognitive impairment.

How often does someone have both a physical disability and a mental disability?
It is more frequent that a person with a mental disability might have a physical disability, and less frequent that a person with a physical disability will have a cognitive impairment. Because our brains control our physical functions, mental disability usually impacts a person physically, affecting physical capabilities.

Are there any disabilities that can be treated/eliminated?
Almost all disabilities can be treated with rehabilitation, new technology, and therapy to different extents ... as for totally eliminating a disability: if a disability is categorized as a permanent disability, like paralysis, **cerebral palsy**, etc., then no. A disabling condition (broken hand, etc.) can be treated and eliminated, so yes.

What is the Americans with Disabilities Act/Law?
The ADA is a law passed in 1990 to guarantee equal access and opportunity for people with disabilities. The ADA is intended to break down physical and social barriers that have historically ***impeded*** people with disabilities. The ADA is very comparable to civil rights legislation allowing for greater equality and opportunity for women and people of color.

FREQUENTLY ASKED QUESTIONS, continued

Do people with a disability tend to want to talk openly about their disabilities or avoid the subject altogether?
Depends on the person. On the whole, most are pretty open to conversation and discussion.

What are some common stereotypes/myths associated with a disabled person?
People with physical disabilities have cognitive disabilities.
People with disabilities can not make decisions for themselves.
People with disabilities are going to cause a financial burden to society.
People with disabilities are unable to perform sexually.
People with disabilities are erratic, crazy, etc.
People with disabilities cannot do sports or physical activity.

GLOSSARY ☆ ☆ ☆

active duty: currently serving full time in the armed forces

adversity: a state of hardship, misfortune, or difficulty

asthma: a breathing disorder characterized by wheezing; often of allergic origin

beneficiaries: those who receive a gift or something helpful

cerebral palsy: a muscular disorder usually caused by brain damage occurring at or before birth and often marked by poor coordination and sometimes involving speech and learning difficulties.

clarity: a sense of seeing things clearly and understanding

cognitive: relating to the brain and mental functions

diabetes: a lifelong disease that makes the body unable to properly process sugars, often resulting in consequences such as blindness, kidney failure, and amputations

dispel: to get rid of, particularly to rid one's mind of

epilepsy: a disorder of the central nervous system characterized by loss of consciousness and convulsions

Ethnobotany: the study of cultural customs associated with agriculture and plants

handcycle: a vehicle with three bicycle-sized wheels, it rides low to the ground and is powered by riders who pedal with their arms; often used by those who can't pedal with their legs

impeded: prevented from happening

in-house treatment program: a method of overcoming an addiction through temporarily living in a facility designed for that specific purpose

Kinesiology: the study of the movements of the body

millennium: a period of 1,000 years

minuscule: very small

Pan Am Games: short for Pan American Games, a competition similar to the Olympics but involving only athletes from countries in North, Central, and South America, and the Caribbean

Paralympic: an international competition for athletes with disabilities

partial quadriplegic: one who is paralyzed from the chest down through the rest of the body

post-traumatic stress disorder: an emotional disorder brought on by experiencing an extremely stressful event or events like warfare; often resulting in depression, fatigue, and reliving of the event(s) through memories

precludes: makes impossible; excludes

Purim: also called the Feast of Lots; a Jewish holy day commemorating the deliverance of Jews from an attempted massacre

steadfastness: a strong, steady, and unchanging nature

stroke: a sudden loss of brain function caused by the blocking or breaking of a blood vessel to the brain, resulting in loss of muscular control, dizziness, slurred speech, or other symptoms

Tel-Aviv: the second-largest city in Israel; located on the Mediterranean Sea

Trinidad and Tobago: an island nation consisting of two main islands — Trinidad and Tobago — located off the coast of Venezuela

FACE OF AMERICA
CHARACTER EDUCATION CURRICULUM
ACHIEVEMENT: "It's not what happens to you in life, it's how you deal with it."

☆ ☆ ☆ Overview of the activity:

This lesson plan centers on a game in which students examine achievements they have made and obstacles they have overcome during their lifetimes. These materials include a map of one of the Face of America routes so that students in small groups may use it to create their "game board." By examining their achievements and obstacles, students will gain an understanding of and appreciation for their past accomplishments as they outline their aspirations for the future in the form of a letter to themselves. Additionally, students can examine the accomplishments and obstacles of literary characters and/or authors who are important to your curriculum.

Objectives for Cross-Curricular Modifications:

Health:

Students will set specific health goals that apply to physical and emotional health, then they will keep track of their progress in a personal health log.

Social Studies:

Students will examine how people overcome obstacles. Students will write from the perspective of someone from a specific historic or geographic setting that is important to your class.

Physical Education:

Students will have to work together to cross an imaginary river with many physical obstacles to achieve their goal.

ACHIEVEMENT: "It's not what happens to you in life, it's how you deal with it."

Objective of Activity

In the format of a game, students will work to understand what kinds of achievements they have made in their lives and to set goals for the future.

Skills Developed Through Activity

Self assessment in a positive frame of mind; analysis of cause and effect; prioritizing; working constructively in a team environment; setting realistic goals; problem solving.

Time Required

90 minutes (can be broken up into two to three smaller segments)

Materials for Each Group

Large paper and markers; map of the U.S.; printout of the Face of America route; reproducible of A Game Called A-chieve

Materials for Each Student

Reproducible of participant bio/journal entries; reproducible of student FAQs on disabilities

Links to Character Education

Effective character education relies on students being self-aware. This activity promotes self-assessment. The activity also has students working in groups, recognizing the value of perseverance and generally understanding the importance of setting goals.

Preparation

Because students will model their game on Face of America, they may have questions about disabilities and the disabled. Plus, students are likely to have preconceived notions, which may or may not be true. To help you prepare for discussing disabilities and the disabled, these materials include a set of frequently asked questions (FAQs) on this topic that serves as a reproducible to use for the activity. You can also access more information on disabilities issues through the list of Web resources. You, the FAQs, and the activity can help students come to a better understanding of the topic.

Introductory Activity

Open the class by asking students to define "achievement" and include examples. For some of the answers, ask students to explain why their examples illustrate achievements. Take note of the kinds of achievements students cite to detect any patterns. For instance, it's likely that students will think of only monumental accomplishments. If detectable patterns exist, ask students if they noticed any.

After the discussion, ask students if riding a bike over a long distance is an example of a great achievement, then introduce students to Face of America. Explain that it is an initiative involving a diverse group of people who come together to promote unity by traveling great distances on bicycles, handcycles, and by many other means. Point out that the participants represent a full range of capabilities and life experiences — old and young, champion and novice, disabled and able-bodied riders from a variety of ethnic backgrounds.

Have students read the biographies and the journal entries that are part of these materials to familiarize themselves with some of the Face of America participants. Ask students to imagine how these participants would likely define "achievement," and have students point out specific information from the bios or journals to support their answers. Overall, students will benefit from considering the achievements of others and will appreciate the obstacles that one must often overcome. The participants' common relationship to the goal of athletic achievement will serve as an excellent example for students to understand the importance of setting difficult goals in their own lives.

☆ ☆ ☆ A Game Called A-chieve

What comes to mind when you think of achievement? Do you think only about monumental feats like those of Vera Uliantzeff, who has overcome her battle with cancer and regularly runs marathons and bikes over 3,000 miles a year? Or do you think about people like Matthew Phillips, born with cerebral palsy, who established a foundation to raise funds for Alzheimer's research? These Face of America participants have taken small steps to accomplish great things. And as you can imagine, they've had to overcome some obstacles on the way. Though your achievements may not seem so amazing or your obstacles so great, you have undoubtedly achieved A LOT of things in your lifetime. Now it's time to look at them.

You and your group are going to trace some of your achievements as you trace one Face of America route on your "game board."

Are you game?

Step One: Using a map of one Face of America route, create your own game board by representing the route on a large piece of paper.

Step Two: As a group, decide how big a time frame of achievements and obstacles you want to cover. For example, do you want the achievements to cover your entire life? The past year? Something else?

☆ *The Face of America map on your game board will represent your route over the time frame that you've chosen. Each day of the Face of America journey can represent a "move" on each group member's part. And in order to move, each player must share an achievement that he/she has accomplished. Each move should represent an achievement that occurred after the move before it. For a game with more or fewer moves than days of the journey, you can divide the map differently — perhaps by numbers of states, numbers of cities, or numbers of rivers crossed.*

Step Three: Individually, write down some of your achievements — a good grade, a new maneuver on a skateboard, anything you're proud of. Think about the obstacles you overcame to achieve them.

☆ *When you share each of your achievements during the game, each group member will ask you a question about it. These questions should provide them an understanding of why the achievement was important to you. For example: What else was going on in your life at the time? Was it easy or difficult to achieve?*

Step Four: Play the game. When you present your achievement to the other players, tell them how you would rank the achievement against some of the other achievements. (For the first one, you will be unable to do this.) You should rank it in two ways: One is how you would have ranked it at the time, and the other is how you rank it now. And don't forget: Everyone should ask questions.

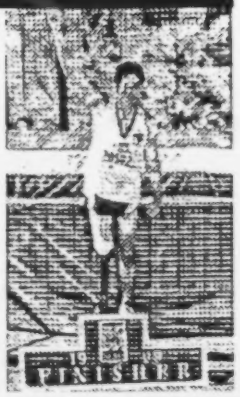
☆ *In any of the Face of America events, participants go farther on some days than on others. That doesn't mean, though, that they accomplish less on those "shorter" days. Similarly, your achievements and/or your obstacles may not seem like they were that great, but if you know better, say so!*

Step Five: At the end of the game, write yourself a letter. (You don't need to show it to anyone else.) Choose a time in the future, anywhere from six months to 60 years, and write to your future self about what you hope you have achieved by that point in your life. It might begin: "Dear me, I have done a lot over the last year. Some things I planned on doing. Other things I didn't ..." ***(Be sure you try to anticipate any obstacles that might try to get in your way between now and then.)***

Face of America 2000 Route

West Coast Team: San Francisco to St. Louis
East Coast Team: Boston to St. Louis

ADDITIONAL SUGGESTIONS



General Suggestions

These materials provide the Face of America route in which two teams started on opposite coasts and met in St. Louis after 22 days on roads and trails.

Ideally, students should work in small teams of three to five players in order to understand how the team members' individual experiences all reveal insight into the nature of achievement and obstacles. It is important, however, that the game be inspiring and not competitive; i.e., you don't want it to be looked at in terms of which students have accomplished more valuable things in their lives.

In order to help students avoid being competitive, it is important to talk about the relative nature of achievement. That is, what may seem like a huge accomplishment for some may seem like no big deal to others. That does not mean, however, that it is not an achievement. Grades can be a way to introduce that idea to students. For some students, a "B" is a cause for celebration, while for others it causes crisis. Sports accomplishments can also demonstrate how achievement can be relative.

Finally, the "letter to self" is an excellent mini activity, especially if you can mail it to students sometime in the future. For that to work, though, students will have to write to their future selves in six months or a year — the length of time until you mail it to them.

Extensions of the Activity

To extend this lesson plan and increase its skills and applications, students can:

- analyze the number and kinds of achievements they made at different points in their lives.
- create visual images to illustrate various achievements, perhaps using the images to make a comic strip of their progress.
- interview family members about things that they achieved in their lives that they may not remember.
- find out about someone who has accomplished something that is relevant to a goal the student hopes to accomplish.
- learn about the accomplishments that a person with disabilities has made in his/her life.

Writing Prompt

Sarah Billmeier, a participant in a Face of America event, states: "Striving towards a personal goal is rewarding, but achieving that goal with a group of people, friends, is even more rewarding." Have you ever accomplished something as a group that you could not have achieved alone? Describe what your group accomplished and any obstacles that you were able to overcome as a group. Explain why you were able to do it as a group.

Literary Analysis

Students can use the game they create to analyze the achievements of literary characters. Similarly, students can look at achievements of specific authors. Or, if you are reading biographies, they can use the information in a biography to play the game.

NCTE AND IRA STANDARDS FOR THE ENGLISH LANGUAGE ARTS

1. Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts.

7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and nonprint texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.

9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.

11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

McREL Language Arts Standards and Benchmarks

Writing

Standard 1: Uses the general skills and strategies of the writing process
1.1, 1.5, 1.8 – 1.11, 1.14

Standard 2: Uses the stylistic and rhetorical aspects of writing
2.1 – 2.4

Standard 3: Uses grammatical and mechanical conventions in written compositions
3.1 - 3.12

Standard 4: Gathers and uses information for research purposes
4.1

Reading

Standard 5: Uses the general skills and strategies of the reading process
5.4 – 5.6

Standard 6: Uses reading skills and strategies to understand and interpret a variety of literary texts
6.1, 6.7 – 6.9, 6.11

Standard 7: Uses reading skills and strategies to understand and interpret a variety of informational texts
7.1 – 7.7

Listening and Speaking

Standard 8: Uses listening and speaking strategies for different purposes
8.1 – 8.8, 8.10

Media

Standard 10: Understands the characteristics and components of the media
10.2, 10.6

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Achievement — "It's not what happens to you in life, it's how you deal with it."

Objective of Activity

Students will set specific health goals that apply to physical and emotional health, then they will keep track of their progress in a personal health log.

Curriculum Standards/Skills

Analysis of cause/effect relationships; prioritizing goals and actions; self-reflection on goals and actions; compare/contrast; problem solving.

Time Required

60 - 90 minutes for activity set up, for reading participant biographies and journal entries, and for goal setting; time for daily/weekly log (in class or out of class); 30 - 45 minutes for wrap up

Materials for Each Student

Log to track goals; reproducible of participant bio/journal entries; reproducible of student FAQs on disabilities

Background

This activity is an opportunity for you to:

- connect good health as an achievement that requires goal setting
- link good health to both physical health and emotional/mental health
- distinguish between "diet: what one eats" and "diet: what one does to lose weight or maintain a certain weight"

This activity can be as broad or as narrow as you see fit. That is, it can look specifically at the many ways to exercise. These could include activities that are generally regarded as exercise — workout routines and/or sports practices. They should, however, include activities that are day-to-day that promote muscle and cardiovascular fitness and burn calories, e.g., walking up steps or doing family chores. Your students can focus specifically on exercise, on diet, or on both.

Preparation

Because students will be reading biographies and journal entries of Face of America participants, they will likely have questions about disabilities and the disabled, as well as some preconceived notions, which may or may not be true. To help you prepare for discussing disabilities and the disabled, these materials include a set of frequently asked questions (FAQs) on this topic that serves as a reproducible to use for the activity. You can also access more information on disabilities issues through the list of Web resources. You, the FAQs, and the activity can help students better understand the topic.

Introduction

Open class by asking students to define "achievement" and include examples. For some of the answers, ask students to explain why their examples illustrate achievements. Further, discuss the role that goal setting, physical and mental preparation, and diet might have played in some of the examples of achievement.

After the discussion, introduce students to Face of America as having

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many examples of achievement and goal setting. Explain that it is an initiative that involves a diverse group of people who come together to promote unity by traveling great distances on bicycles, handcycles, and many other means. Point out that participants are old and young, champion and novice, disabled and able-bodied riders from a variety of ethnic backgrounds.

As a class, read some of the Face of America participant bios, paying particular attention to their achievements. Have students discuss the roles that they think goal setting, physical and mental preparation, and diet must have played in those achievements. After reading/discussing some of the bios, have students read some of the journal entries, paying particular attention to participants' reflections on their accomplishments and challenges. Before outlining the way in which you want students to focus their health logs, talk about the link between physical and emotional/mental health. Face of America helps demonstrate how people of various abilities and backgrounds have used sports to help build their esteem and their confidence, while helping them learn more about themselves, particularly their own personal character.

Health Log Activity

You should begin by helping students set specific goals for themselves. Of course, these goals should relate to what you want the activity to emphasize. Then, help students set up a template/format for their logs. A log should state a student's goal(s), and it should also include things like: the time spent (exercising, preparing the food, etc.); the difficulty/ease of the activity; and the relationship to the original goal.

Your students will also benefit from a "wrap-up" session to share their experiences with achieving their goals. Students can talk about the ease or difficulty of reaching their goals, particularly whether or not it became easier as they went along.

SAMPLE TEMPLATE

Goal: Eat More Green Vegetables

DAY	GREEN VEGGIES?	# OF SERVINGS	WHAT KIND?	NOTES
Mon	Y	2	Broccoli, spinach	Spinach was steamed
Tue	Y	1	Asparagus	I like it grilled!
Wed	N	0		I had fries instead
Thur	Y	3		
Fri	N	0		
Sat	N	0		
Sun	Y	2		
Mon	Y	1		

Post Activity Discussion Questions/ Assessment

- Did you discover any activities that you were already doing that you hadn't realized promoted exercise?
- Did you find a relationship between physical health and mental health?
- How can achievements be relative — that is, why are some things easier to achieve for some people than they are for others?
- How important was it to have set a specific goal?
- Do you think you'll continue to keep a log?

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National Standards for Health Education

Standard 1: Students will comprehend concepts related to health promotion and disease prevention. Performance indicators for this standard center around identifying what good health is, recognizing health problems, and ways in which lifestyles, the environment, and public policies can promote health.

Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks. Performance indicators include identifying responsible and harmful behaviors, developing health-enhancing strategies and managing stress.

Standard 4: Students will analyze the influence of culture, media, technology, and other factors on health. Performance indicators are related to describing and analyzing how one's culture background, messages from media, technology, and one's friends influence health.

Standard 6: Students will demonstrate the ability to use goal-setting and decision making skills to enhance health. Performance indicators focus on setting reasonable and attainable goals and developing positive decision making skills.

Standard 7: Students will demonstrate the ability to advocate for personal, family and community health. Performance indictors relate to identifying community resources, accurately communicating health information and ideas, and working cooperatively to promote health.

MCREL Health Standards and Benchmarks

Standard 3: Understands the relationship of family to individual health 3.1

Standard 7: Knows how to maintain and promote personal health 7.2, 7.3

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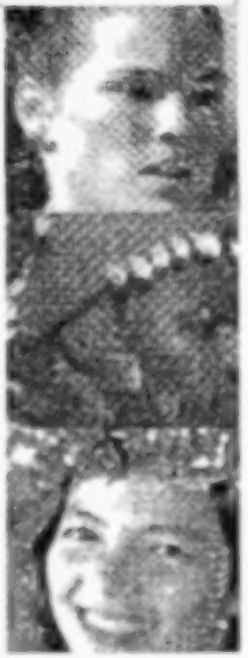
Achievement — "It's not what happens to you in life, it's how you deal with it."



Objective of Activity

Students will examine how people overcome obstacles. Students will write from the perspective of someone from a specific historic or geographic setting that is important to your class.

Curriculum Standards/Skills

Analysis of cause/effect relationships; compare/contrast; analysis of historic/geographic setting; analysis of priorities in a different setting; working in the abstract; working in groups.

Time Required

60 - 90 minutes

Materials for Each Student

Reproducible of participant bio/journal entries; reproducible of student FAQs on disabilities

Background

This activity can take two distinct directions — depending upon which is more appropriate to your content area. Students will have to imagine what life would be like in a geographic or historic setting, particularly as the setting would present obstacles to the people living there. It is also an activity that works well with either student groups or with individuals.

Preparation

Because students will be reading biographies and journal entries of Face of America participants, they will likely have questions about disabilities and the disabled, as well as some preconceived notions, which may or may not be true. To help you prepare for discussing disabilities and the disabled, these materials include a set of frequently asked questions (FAQs) on this topic that serves as a reproducible to use for the activity. You can also access more information on disabilities issues through the list of Web resources. You, the FAQs, and the activity can help students better understand the topic.

Introduction

Ask students to define "achievement" and include examples. For some of the answers, ask students to explain why their examples illustrate achievements. After some examples, ask students if someone must overcome an obstacle in order to achieve something. Finally, ask students if something that would be defined as an obstacle or an achievement for one person wouldn't necessarily be defined that way for someone else. (This idea will help set up Face of America, as well as being a springboard into evaluating achievements and obstacles in a different setting.)

Introduce students to Face of America. Explain that it is an initiative that involves a diverse group of people who come together to promote unity by traveling great distances on bicycles, handcycles, and many other means. Point out that the participants represent a full range of capabilities and life experiences — old and young, champion and novice, disabled and able-bodied riders from a variety of ethnic backgrounds.

Have students read the biographies and the journal entries that are

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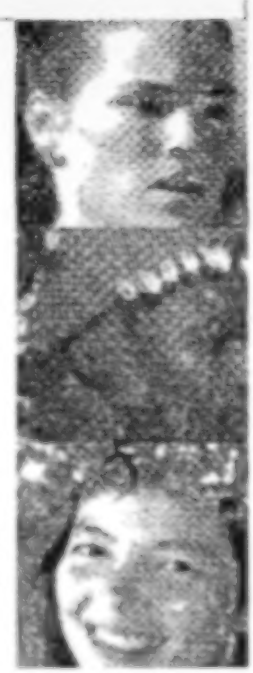


part of these materials as a way to familiarize themselves with at least some of the Face of America participants. In particular, the participant journals and bios demonstrate the way in which many of them were able to overcome some incredible obstacles in reaching their achievement. In exploring these journals and bios, you should also take the opportunity to return to the point that obstacles can differ from one another. That is, what may be an obstacle for some isn't necessarily an obstacle for others. Also, obstacles present different challenges for different people.

Suggestions for Activity

• For HISTORY classes, students will examine the setting and the people at the center of your class's curriculum right now. Students can look at the overall setting and its people, or they can focus more specifically on a person and his/her setting. Students should look at how people overcame obstacles. History is full of people who have overcome great obstacles.

Students should write a diary-styled entry from the point of view of the historic figure or someone else from that time period. Students should write about what it was like to experience/witness the achievement of overcoming an obstacle and why it was such an achievement. Additionally, you can focus more specifically on how someone with a disability might have lived in such a time and place. What obstacles would they have had to overcome? (Be sure to talk about different kinds of disabilities.)

• For GEOGRAPHY classes, students will examine some of the obstacles that those who live in the place you are currently studying must overcome. Some of those obstacles may be identical to those that people in the U.S. face, while others may be unique to the setting. This activity is a way for students to learn more about the people of a different culture and to recognize that people all over the world must work to overcome obstacles. Additionally, you can focus more specifically on some of the obstacles that someone with a disability might have to overcome in the setting. Be sure to talk about different disabilities. Have students write a journal entry as if they lived in this place, giving particular attention to overcoming obstacles.

Post Activity Discussion Questions/ Assessment

- How is overcoming obstacles a "universal" experience?
- How are obstacles different here than in the time/place we examined?
- How are they the same?
- What obstacles exist(ed) for individuals with disabilities in the time and place we examined?
- How are the obstacles similar to or different from those obstacles that individuals with disabilities face in our society?

☆ ☆ ☆ **Geography Standards and Benchmarks**

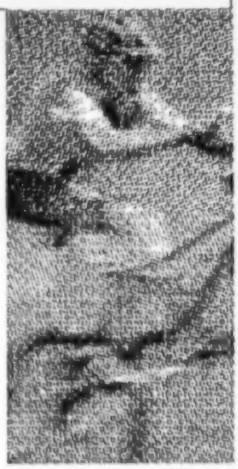
Environment and Society
Standard 15: Understands how physical systems affect human systems 15.1, 15.2

Places and Regions
Standard 4: Understands the physical and human characteristics of place 4.4
Standard 6: Understands that culture and experience influence people's perceptions of places and regions 6.3

Historical Understanding Standards and Benchmarks

Standard 1: Understands and knows how to analyze chronological relationships and patterns 1.1, 1.4, 1.5

Standard 2: Understands the historical perspective 2.1



★ ★ ★ Achievement — "It's not what happens to you in life, it's how you deal with it."

Objective of Activity

Students will have to work together to cross an imaginary river with many physical obstacles to achieve their goal.

Curriculum Standards/Skills

Problem solving; analysis of cause/effect relationships; working with others; prioritizing goals and actions; self-reflection on goals and actions; compare/contrast; recognizing different people's different strengths.

Time Required

30 - 60 minutes

Materials

Four cones (or a way to designate two separate lines); 1' x 1' boards (or something representing that size that can be stepped on)

Optional Materials for Each Student

Reproducible of participant journal entries; reproducible of student FAQs on disabilities

Background

This activity has students cross an imaginary river without getting wet. This is an activity that you can do with the entire class. First set up two lines about 20 - 30 feet apart. These lines represent the river's banks. Between the two lines at intervals that are the length of a long stride, place small boards that are about a foot long and a half-foot wide. (If you don't have any boards, simply draw lines that represent the boards.) The boards are places in the river where students can step. Students must get the entire group from one side of the river to the other without ever touching the ground anywhere except on the banks or on the boards. This is an activity in which those who can jump the farthest don't necessarily add the most to the success of the team. The activity requires more problem solving ability than physical ability.

Preparation

The journal entries of Face of America participants will likely lead to questions about disabilities and the disabled, some of which may be based on preconceived notions which may or may not be true. To help you prepare for discussing disabilities and the disabled, these materials include a set of frequently asked questions (FAQs) on this topic that serves as a reproducible to use for the activity. You can also access more information on disabilities issues through the list of Web resources. You, the FAQs, and the activity can help students better understand the topic.

Introduction

If possible, use the reproducible to read the journal entries of many of the participants of Face of America. Before having students read the journal entries, however, provide some background on Face of America events. Explain that it is an initiative that involves a diverse group of people who come together to promote unity by traveling great distances on bicycles, handcycles, and many other means. Point out that participants are old and young, champion and novice, disabled and able-bodied riders from a variety of ethnic backgrounds.

The entries will show that many of the participants, such as June Solomon, Jose Ramos, Maytal Serper, and Ean Chong reflect on their

★ ★ ★ aspirations for what they hope to achieve, as well as those achievements they are able to accomplish. Within those entries, students will be able to find some specific mention of working with others, the value of having someone lift you up when you're down, and the strength found in lifting someone up. Plus, some of the disabilities that are mentioned can give you ideas about some situations to try to simulate in your class. For instance, how would they cross the river if they had use of only one leg? Of neither leg?

Suggestions

To make this activity even more effective, you can add some elements each time to make it more difficult (and to more closely simulate some of the obstacles that some Face of America participants must overcome.) You can increase the distance between the boards and/or make the boards a little smaller. You can have cups of water that the group must transport from one side of the river to the other without spilling a drop. You can have them try to transport people who have no use of their legs. You can have students try to do the whole activity in silence, forcing them to communicate in other ways. You can blindfold some students, making them more likely to require extra assistance in the crossing.

Should communication break down with the entire class, you can divide the class in half. If you do this, you can have groups race against the clock, have one group watch and learn from the mistakes of the first group, or you can simply set up two sets of boards.

Post Activity Discussion Questions/ Assessment

- What was the hardest part about crossing the river on the first attempt? Why do you think that was the most difficult?
- Was it still the hardest part after you had done it and after you started adding new elements? If not, why?
- Has your attitude changed about a disabled person's ability to overcome obstacles and achieve what he/she sets out to do?

PHYSICAL EDUCATION

★ ★ ★ National Standards for Physical Education

1. Demonstrates competency in many movement forms and proficiency in few movement forms.
2. Applies involvement concepts and principles to the learning and development of motor skills.
3. Exhibits a physically active lifestyle.
6. Demonstrates understanding and respect for differences among people in physical activity settings.
7. Understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.

MCREL Physical Education Standard and Benchmarks

Standard 2: Uses movement concepts and principles in the development of motor skills 2.1, 2.3

Standard 5: Understands the social and personal responsibility associated with participation in physical activity 5.1, 5.3

FACE OF AMERICA
CHARACTER EDUCATION CURRICULUM
STEREOTYPES: Making space for people with disabilities

☆ ☆ ☆ Overview of the activities:

This lesson plan on stereotypes involves two parts, each with its own reproducibles. For the introductory activity, students will read a beginning excerpt from a short story that is intended to lead them into making false assumptions based on stereotypes associated with Muslims and Arabs. This activity will lead to an analysis of stereotypes, including some of their sources. After exploring stereotypes beyond those associated with Muslims and Arabs, students will work in groups to "write into" one of their favorite shows a person with a disability — there are many stereotypes involving people with disabilities. In order to do this, students will need to learn about at least one Face of America participant, to give a general description of the show, and then figure out what kind of non-stereotypical character the person will play.

Objectives for Cross-Curricular Modifications:

Health:

Through analyzing pop culture's (particularly television's) portrayal of health and the beauty associated with it, student groups will look at how pop culture perpetuates stereotypes associated with health/beauty and with having a disability. In the end, student groups will create two collages: one that uses pop culture's stereotypes of health/beauty, and one that uses images inspired by Face of America.

Social Studies:

Students will "write in" a Face of America participant into a setting important to your class.

Physical Education:

Students will have to participate in a game, sport, or activity appropriate to your class using their non-dominant hands and/or feet.

STEREOTYPES: Making space for people with disabilities

Objective of Activity

By realizing that many people harbor stereotypes equating Arabs and Muslims with terrorism, students will analyze stereotypes of all kinds, focusing in particular on the media's role. In order to counteract stereotypes, students will create an alternative version of a television show (or work of literature) by changing it to include an accurate portrayal of a person with disabilities.

Skills Developed Through Activity

Self assessment; analysis of cause and effect; skills of empathy; working constructively in a team environment; prioritizing; creative writing; problem solving; media literacy

Time Required

90 - 120 minutes (easily broken up into two to three smaller segments)

Materials for Each Group

Reproducible of "Discussion Questions on Muslim and Arab Stereotypes"; Reproducible of "Television Update!"

Materials for Each Student

Reproducible of "Profile of a Proud Palestinian (Part 1)"; reproducible of "Profile of a Proud Palestinian (Part 2)"

Links to Character Education

The focus of this lesson plan — to develop skills of empathy and to analyze stereotypes — is a key to character education. Additionally, these activities give students the opportunity to work in a group, introducing them to different perspectives and views of stereotypes.

Preparation

Students will likely have questions about disabilities and the disabled, as well as some preconceived notions which may or may not be true, perhaps based on stereotypes. To help you prepare for discussing disabilities and the disabled, take advantage of the student-friendly FAQs in the student guide. The activities and the FAQs reproducible can help dispel misconceptions. You can also access more information on disabilities issues through the list of Web resources, which are located in the Teacher Overview.

Introductory Activity, Part One

"Profile of a Proud Palestinian" short story (part 1): This reproducible is the first 300+ words of a short story. It is intentionally filled with ambiguities that are meant to play off of stereotypes that equate Arabs with terrorism. The first part of the short story introduces Abdul — a Palestinian who is counting down to a huge moment in his life. In reality, he is five minutes away from the start of a handcycle race in the Paralympics, but students are likely to assume that Abdul is preparing himself for an act of terrorism. Before having students read the reproducible, go through it and identify for yourself the sentences and phrases that students are likely to assume hints to terrorism. Some examples include: "The explosion that killed his mother started it all." "But then someone suggested a way to channel his energy — a way to shape the future instead of obsess on the past." "He looked over all his equipment again — just as he had the other seventy-seven times — to make sure he was ready."

Introduce the story and the activity simply as one to work on skills of prediction and inference. In other words, DO NOT REVEAL THE FOCUS TO BE STEREOTYPES because it is important that students take the "bait"! If you have students read the passage silently, be sure to go back through it as a class when students answer the questions at the bottom of the reproducible. The questions at the bottom are intended to provide discussion points. Accept all answers, asking students to explain their choices briefly.

Introductory Activity, Part Two

"Profile of a Proud Palestinian" short story (Part 2): After students feel confident that they know what the story's focus is (likely a preparation for a terrorist attack), give students the other reproducible — the next 300+ words of the story. By the end of this section of the story, students should realize that Abdul is a disabled athlete who is competing in the Paralympics. Halfway through this section, students should begin to think something is amiss — probably when it says, "Abdul was sure that many of them had parents in the stands to cheer them on." Having parents cheering in the stands doesn't seem like it could be related to terrorism. By the last part of the section, the truth of the situation should be clear.

The reproducible's discussion questions give you the chance to make sure that students understand what the story is really about. Go back through parts of the first excerpt and ask students why they made the assumptions that they did.

The following is the first part of a short story entitled "Profile of a Proud Palestinian." Read this short opening excerpt from the story. Then using the information on the characters and the plot revealed in this first part, try to predict where the story goes from here.

Profile of a Proud Palestinian

Abdul was ready. He'd been waiting for this time to come — waiting for what seemed like his entire life. It hadn't really been his whole life. The explosion that killed his mother started it all. He was never the same after that.

Even so, it took him awhile after the explosion to realize that this was his mission — that this was what he wanted to do. At first, he almost felt like there wasn't much to even live for. But then someone suggested a way to channel his energy — a way to shape the future instead of obsess on the past.

Now suddenly, the future was here. Someone shouted "Five more minutes!" And Abdul thought, "This is it. This is why I've been working so hard . . . Five more minutes. But what if I blow it? What if I—"

Abdul quickly stopped himself. He couldn't start to doubt himself now — not five minutes before his true test. He had something to prove. He wanted to show everyone that someone from his background could succeed. His family had hardly any money. He had no mother. All those people who had underestimated him for so long, they'd see.

"Four minutes!"

Abdul disposed of his doubts. Which was good because he had to focus on what lay ahead. He looked over all his equipment again — just as he had the other seventy-seven times — to make sure that it was ready.

But was *he* ready? Abdul felt doubt creep back in. He fought it off by thinking of his mother. He thought about how proud she'd be. During his preparation, Abdul felt as though his mother was actually watching over him the whole time.

And now that the day was finally here, he needed her now more than ever. Abdul tried to get a good picture of her in his mind. It seemed like it had been so long ago that he last saw her.

"Three minutes!"

Abdul was ready to roll.

Thinking about and answering the following questions should help in trying to predict the outcome of this story. Briefly explain your answers.

- ☆ What do you think the title means?
- ☆ What do you think Abdul is determined to do? How do you think Abdul has prepared for it?
- ☆ Why do you think there is a countdown?
- ☆ How do you think the explosion affected Abdul?
- ☆ How do you picture Abdul's equipment that he has checked over and over again?
- ☆ Does the title or anything in this passage hint at whether or not Abdul will succeed in what he is determined to do?

Profile of a Proud Palestinian *(continued)*

"Just three minutes," Abdul thought, all the while trying to imagine his mother with a smile on her face. At this huge moment in his life, Abdul found himself searching his past. Before he could fully face the present, he had to find that inspiration from the days before the explosion.

The explosion that changed his life. The explosion that exposed a young boy to pain he didn't deserve. The explosion that killed his mother. The freak explosion that left Abdul paralyzed from the waist down.

Yes, there . . . Abdul was back to the days before the explosion, back at his home in Ramallah, and there was his mother telling the family a joke that was so bad it was funny. He could picture her perfectly.

"Two minutes!"

"Thank you, Mother," he said to himself. Abdul looked around at all of the others. They all shared a common bond. Abdul wondered if they were also thinking about their parents right now. And could they all be as nervous as he was? Abdul was sure that many of them had parents in the stands to cheer them on. Unfortunately, his father could not afford the trip.

Though it wasn't the same as having someone there, Abdul felt like he had part of his family with him — a small twig from an olive tree that his parents planted when he was born. He figured out a way to have it next to his heart the whole time.

"One more minute!"

This was it. Abdul took a deep breath, feeling a rush of adrenaline that comes when you're representing your country. He was the only handcyclist from the Palestinian territories — one of the few athletes from there. There were not even that many athletes from the Middle East at the Paralympics.

So far, the Paralympics had been an amazing experience. Never before had Abdul seen so many people with disabilities. Never before had he felt like people weren't staring at him and pointing.

Never before had he felt this proud. He wished it could always be like this.

"Racers ready? On your mark. Get set." BANG!

After reading this part of the story, do you want to change any of your answers from the first set of questions?

- ☆ What is Abdul getting ready to do?
- ☆ What are the Paralympics?
- ☆ How do you now interpret the meaning of the title?
- ☆ If you now have a drastically different view of what is going on in this story, why do you think you were mistaken in the first part?

Transition to Main Activity

Once some students explain why they made the assumptions that they did in reading *Profile of a Proud Palestinian*, ask students what they think the activity's purpose is. If the term "stereotype" has not entered the discussion yet, guide students to an understanding of stereotypes, drawing heavily on their experience in reading the excerpts from the short story and on real feelings and events following 9/11. Use the discussion questions on the other reproducible to explore stereotypes associated with Muslims and people of Arab descent.

The final question asks students about stopping the spread of stereotypes. The idea of counteracting stereotypes can extend to other examples of stereotypes, notably those associated with disabilities and the disabled. Ask students what they know (or think they know) about the topic of disabilities.

After students have shared their knowledge of disabilities and the disabled, introduce them to Face of America. Explain that it is an initiative that involves a diverse group of people who come together to promote unity by traveling great distances on bicycles, handcycles, and many other means. Point out that participants are old and young, champion and novice, disabled and able-bodied riders from a variety of ethnic backgrounds. Then have students read participant bios and diaries found in the student materials. Through this process, students will benefit from becoming more familiar with people who may be different from themselves. They will see these people in a non-stereotypical way and begin to picture what it means to carry these more complex perceptions of people into their own lives. In reading more on the thoughts of team members, students can also learn about the important relationships between people and about the human need to rely on each other for help from time to time.

Warmup for Main Activity

Ask students where and how stereotypes start and spread — whether they're about the disabled, people from the Middle East, or any other groups of people. List answers on the board. (Chances are good that they will list television and other media as players in stereotypes.)

Ask students to pretend that they are aliens coming from another planet and they don't know anything about the United States or the people here except what they have seen on television.

- ☆ What are some general impressions of what we are like/how we live?

After a short discussion of TV's general misperceptions and stereotypes, turn the questions to TV's portrayal of those with disabilities.

- ☆ How does TV portray people with disabilities?
- ☆ How does this portrayal differ with that of what they learned from reading about Face of America?
- ☆ Is TV's portrayal fair?

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Here are some questions to consider and discuss after you've read *Profiles of a Proud Palestinian.*

- Many people have said that September 11, 2001 "changed everything." Do you agree? How have things changed?

- Why do you think there are certain stereotypes associated with Arabic or Islamic people? Give some examples of stereotypes.

- Do you think that people apply these stereotypes to Arab Americans? To Muslims who live in the United States and who are American citizens?

- Did you know that the U.S. State Department estimates that there are between four and six million Muslims living in the U.S.? Did you know that many estimates say that there are three million Arab Americans living in the U.S.? Did you know that according to the State Department, most Muslims living in the U.S. are *not* Arab, and most Arab Americans are *not* Muslim?

- What percentage of these Arab Americans and Muslims do you think commits acts of terrorism? How many of them do you think support those who do commit acts of terrorism?

- Prior to 9/11, the biggest act of terrorism in the U.S. was the bombing of the Murrah building in Oklahoma City in 1995. Timothy McVeigh was convicted of the crime. He is an American. He is Christian. He is white. He was in the U.S. military. Do you think there are stereotypes associated with people "like" Timothy McVeigh who are ex-military, white Christians? Do you think people look at ex-military, white Christians with suspicion?

- Do you think there is a double standard when it comes to suspicions and stereotypes associated with ex-military, white Christians and those associated with Arab Americans and Muslims?

- If you think that too many people are guilty of stereotyping and being suspicious of Arab Americans and Muslims, what do you think you and others could do to stop the stereotypes and decrease the suspicion?

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How often do you watch television and say: "These people are not like the people I know"? And have you said, "I can make a better show than this"? Now, here's your chance!

You are the producers, and you are being asked to make improvements on a show you already know and like. Hey, everything could use a little touch up, right? You will improve your show by including a real person in it. This person may not look like the typical movie star, but he or she has accomplished amazing things and is a great role model for viewers. Your ideas are sure to win you an Emmy Award!

What's your show?

Your group should brainstorm a list of up to ten favorite shows. After reviewing the list, each of you should nominate your top choice and give two reasons why this show would be good to work with. Then, based on the sales pitches you have heard, each of you should vote to narrow the choice down to one show.

Pin it down

Together, you should agree on a short description of the show. This is like the topic sentence of a paragraph and should give people an idea of the overall theme that the show deals with. For instance, you might say that *Dawson's Creek* deals with college-aged people who experience many of the problems and triumphs that are typical (or not so typical!) for that group.

Introducing...

In order for your new character to fit into the show you have chosen, you need to understand the format of the show as it is. Make a list of the main characters. Name at least two things that you know about them from watching the show. For instance, in *Friends*, Ross is a paleontologist who has been married three times.

Casting

From the list below, choose which person you'd like to place in the show you have chosen. You'll need to fictionalize them to some extent because this may be all the information you have, but try not to let stereotypes sneak into your story. Read their bios and then vote for your favorite. In the process, you can discuss the portrayal of Stevie on *Malcolm in the Middle* — he uses a wheelchair. Do you think the show does a good job in making him seem real?

- ☆ **José Ramos**
- ☆ **Maytal Serper**
- ☆ **Sarah Will**
- ☆ **My Lien Nguyen**
- ☆ **Terrie Wurzbacher**

Writing them in

Imagine that you are bringing your new character into the show. Discuss how you would introduce the characters on the show to their new friend/neighbor. What would you tell them? This new person will need a role in the show. Will he or she become Rachel's boss on *Friends*? Will he or she teach her how to ski? What will the person do for a living? How will he or she interact with the other members of the show? How will the lives of the other members change?

Script Department

Once you have agreed on the role of this character, write a scene in which your new character interacts with some of the regulars on the show. Share it with your classmates.

ADDITIONAL SUGGESTIONS

Alternative Plan

If students struggle with inserting a character into a show (or if the process requires too much time), you can create a new show as a class that features all or some of the Face of America participants.

Extensions of the Activity

Through the analysis of media, students are likely to conclude that the portrayal of people with disabilities is stereotypical. As a result, students can come up with a campaign using creative ideas to draw attention to this issue. Additionally, students may interview a person with abilities different from their own to learn that these stereotypes are often false.

Literary Analysis

In addition to or instead of a TV show, you can have students insert or change a character in a work of literature. How would a new character affect the plot of a story? How would the other characters react? Or, if adding a new character is too difficult, students can give an existing character a disability.

Writing Prompt

Have students consider the following quotation from Molly Robertshaw, a Face of America participant. "Each and every day that the team progresses, I am gradually becoming enlightened and increasingly aware of the fact that each of us are human spirits who deserve the same treatment no matter what container we come in." What does this mean? Have you had an experience where meeting new people changes your mind about an assumption you held? Do you agree with Molly that we all deserve the same treatment?

Post Activity Discussion Questions/ Assessment

- Why are people with disabilities not well represented on TV?
- What could TV producers learn from Face of America about how to present characters more realistically? How could they learn from your new show?
- What did you learn from reading "Profile of a Proud Palestinian"?
- What did you learn from reading about people who have been part of Face of America?
- What did you learn from your experience in the activity?
- Did you have any stereotypes about those with disabilities before the activity?
- If your show were made, what do you think audience members would learn about some of the stereotypes they may have?

NCTE AND IRA STANDARDS FOR THE ENGLISH LANGUAGE ARTS

1. Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts.

7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and nonprint texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.

8. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.

11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

McREL Language Arts Standards and Benchmarks

Writing

Standard 1: Uses the general skills and strategies of the writing process
1.1, 1.4, 1.5, 1.7 - 1.9, 1.12

Standard 2: Uses the stylistic and rhetorical aspects of writing
2.1 - 2.4

Standard 3: Uses grammatical and mechanical conventions in written compositions
3.1 - 3.12

Standard 4: Gathers and uses information for research purposes
4.1, 4.4 - 4.6

Reading

Standard 5: Uses the general skills and strategies of the reading process
5.1, 5.3 - 5.6

Standard 6: Uses reading skills and strategies to understand and interpret a variety of literary texts
6.1 - 6.5, 6.7 - 6.11

Standard 7: Uses reading skills and strategies to understand and interpret a variety of informational texts
7.1 - 7.7

Listening and Speaking

Standard 8: Uses listening and speaking strategies for different purposes
8.1 - 8.8, 8.10, 8.11

Viewing

Standard 9: Uses viewing skills and strategies to understand and interpret visual media
9.1 - 9.9

Media

Standard 10: Understands the characteristics and components of the media
10.1 - 10.3, 10.6, 10.7

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Stereotypes — Making space for people with disabilities

Objective of Activity

Through analyzing pop culture's (particularly television's) portrayal of health and the beauty associated with it, student groups will look at how pop culture perpetuates stereotypes associated with health/beauty and with having a disability. In the end, student groups will create two collages: one that uses pop culture's stereotypes of health/beauty, one that uses images inspired by Face of America.

Curriculum Standards/Skills

Analysis of cause/effect relationships; compare/contrast; brainstorming; working in groups; self-analysis; societal analysis.

Time Required

60 - 90 minutes, including Web site exploration and presentation of ideas

Background

This activity is an opportunity for your students to look at the link between pop culture's stereotypes and their own expectations. Pop culture, particularly TV, is often filled with characters who fit certain stereotypes. (In fact, there is often a relationship between pop culture and the spreading of stereotypes.) The most obvious connection between stereotypes and health is in pop culture's portrayal of beauty. That is, there is often an accepted definition of beauty that is difficult for people to reach or maintain. This standard can affect how people eat and how they view themselves and others. There is a strong link between this high standard of beauty/health and physical and emotional health. However, the stereotypes also extend to what is physically and emotionally "normal." For example, are overweight men typically jovial, while overweight women are typically overbearing? Is it normal for men to be heavy, while not normal (or desirable) for women to be overweight?

Introduction

Using the reproducible, have students read about many of the Face of America participants, many of whom have a disability. By learning more about the participants, students may shatter many prevailing stereotypes, as they pertain to those with a disability, to what it means to be healthy and to what it means to be beautiful. As an introduction to the activity, discuss and analyze some of the stereotypes associated with people with disabilities. Then find the many examples in the reproducible that counter the stereotypes. This exercise should provide a natural bridge to talking about other stereotypes, particularly those associated with health and beauty.

Suggestions

As a class or in small groups, students should look at what some of the stereotypes are that exist in pop culture, particularly on TV. They should look at a number of characters who represent certain stereotypes. What are the stereotypes? How are they stereotypes? Are there any characters

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who counter a stereotype?

Then, using magazines, newspapers, online photos, and other images from pop culture, each group should put together two different collages. One collage should be the stereotypical view of healthy, beautiful and "normal." The other collage should illustrate the same ideas but in a much less stereotypical way. In the end, students should present their collages.

Post Activity Discussion Questions/ Assessment

- What is a stereotype? Where can you find them in pop culture?
- How does pop culture define beauty? health?
- How would Face of America participants define beauty? health?
- Why might pop culture definitions differ from those definitions offered by Face of America participants?
- What is a false stereotype associated with having a disability? How do you know it to be false?

National Standard for Health Education

Standard 4: Students will analyze the influence of culture, media, technology, and other factors on health. Performance indicators are related to describing and analyzing how one's cultural background, messages from media, technology, and one's friends influence health.

MCREL Health Standards and Benchmarks

Standard 2: Knows environmental and external factors that affect individual and community health 2.1, 2.2

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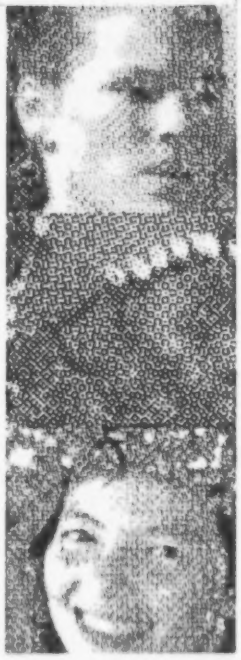
Stereotypes — Making space for people with disabilities



Objective of Activity

Students will "write in" a Face of America participant into the setting that is important to your class.

Curriculum Standards/Skills

Analysis of cause/effect relationships; compare/contrast; brainstorming; working in groups; analysis of setting; working in the abstract.

Time Required

60 - 90 minutes, including Web site exploration and presentation of ideas

Background

This activity is an abstract (but fun and interesting!) way to get students to analyze the people and the setting that is important to your class right now. And in that process, students will have to compare that historic/geographic setting and its people with their own setting. Plus, students often think of people of different settings in stereotypical ways. For example, the Masai in Africa do strange things to their lips, ears and necks; white Southerners during the Civil Rights Movement were all racist and against integration.

Introduction

Before beginning this activity, have students read the reproducible of participant bios and journal entries. You can use the information contained in them as a springboard to talking about stereotypes. (Students are likely aware of certain stereotypes as they apply to people who are disabled and/or people from different cultures.) The discussion of stereotypes can then move on to those that students associate with people whom they are studying in class. As you move in that direction, you'll be able to assess your students' understanding of the people and the setting that you want to focus on. As the class probes for stereotypes, you can gauge how much your students know.

Suggestions

Because of its abstract nature, this activity should be done as a class or in cooperative groups. However you decide to do it, students should work with the central question of how a Face of America participant would dress, talk, work, socialize in a different geographic/historic setting. Students should write descriptions for a number of the participants, modeled after the bios on the reproducible. Students will probably have to use conjecture in order to place the participants in the setting because it's doubtful that they know (or can find) specific information on how someone with a disability was/is treated in the setting. Some of the easier areas for students to imagine are jobs. How would a disability affect a person's ability to perform some common jobs associated with that setting? Another area is transportation. How would someone who is blind or someone who has no use of his/her legs get

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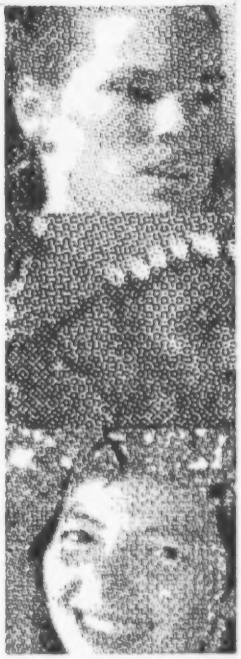
around? These questions will force students to think about the setting and its people in a very three-dimensional way.



Post Activity Discussion Questions/ Assessment

- What are some stereotypes that exist for people in the setting you've explored?
- Did thinking about adding someone to that setting force you to think differently about those people in that setting?
- How are obstacles for people with a disability different here and now than in the time/place you explored?

Geography Standards and Benchmarks

Places and Regions

Standard 4: Understands the physical and human characteristics of place 4.1, 4.2, 4.6

Standard 6: Understands that culture and experience influence people's perceptions of places and regions 6.3
Standard 15: Understands how physical systems affect human systems 15.1, 15.2

Historical Understanding Standards and Benchmarks

Standard 1: Understands and knows how to analyze chronological relationships and patterns 1.1

Standard 2: Understands the historical perspective 2.1, 2.2, 2.6

★ ★ ★ Stereotypes — Making space for people with disabilities

Objective of Activity

Students will have to participate in a game, sport, or activity that is appropriate to the class using their non-dominant hands and/or feet.

Curriculum Standards/Skills

Analysis of cause/effect relationships; compare/contrast; self-analysis; societal analysis; problem solving; working in the abstract.

Time Required

30 - 60 minutes

Background

This activity is a way for you to help students think about things from the point of view of someone who may have certain disabilities. Students may begin to realize that they take for granted some of the activities that they find easy. By forcing them to use their non-dominant hands, you might help students begin to shatter certain stereotypes that they have about the disabled. Students will experience firsthand that some things that are easy to do under regular circumstances are not so easy under more difficult ones.

Introduction

The reproducible provides details of Face of America participants, many of whom have certain disabilities and who shatter many prevailing stereotypes. As an introduction to the activity, you should discuss and analyze some of the stereotypes associated with people with disabilities. And using the reproducible, find the many examples that counter the stereotypes, such as Terrie Wurzbacher's thoughts. This exercise should provide a natural bridge to the firsthand experience of some of the limitations (the source of so many stereotypes) that some of the Face of America participants overcome.

Suggestions

It is very important to reinforce the point of the activity with students throughout. This may require you to stop the game more often than you would normally. Doing so will allow students to reflect more often on their experiences, and doing so will also allow you to curtail potential teasing.

You can add other elements to the sport, game, or activity in addition to (or instead of) the use of non-dominant hands/feet. You can try things blindfolded. (Make sure that you have a group of students who can "spot" those in blindfolds to make sure that they don't go where they're not supposed to.) You can have students play in complete silence or you can tie two people together.

Post Activity Discussion Questions/ Assessment

- Was it harder or easier than you expected to play the game in a way that you wouldn't normally? Why?
- Do you think it would be easier the more you practiced playing that way? Why or why not?
- Do you look at someone with a disability any differently now?

PHYSICAL EDUCATION

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National Standards for Physical Education

1. Demonstrates competency in many movement forms and proficiency in few movement forms.
2. Applies involvement concepts and principles to the learning and development of motor skills.
3. Exhibits a physically active lifestyle.
6. Demonstrates understanding and respect for differences among people in physical activity settings.
7. Understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.

MCREL Physical Education Standard and Benchmarks

Standard 2: Uses movement concepts and principles in the development of motor skills 2.1, 2.3

Standard 5: Understands the social and personal responsibility associated with participation in physical activity 5.1, 5.3

FACE OF AMERICA CHARACTER EDUCATION CURRICULUM STRATEGIES: Healthy minds, healthy bodies

☆ ☆ ☆ **Overview of the activity:** In groups, students will examine some of their rituals or procedures that promote physical and/or emotional well-being. They may include stretching before working out, training in a sport, or meditating; or simpler day-to-day routines like walking, climbing stairs or writing in a diary. They will then choose one ritual and break it down in detail as if they were going to teach someone with different abilities or knowledge how to do this activity — it might be a person with a disability, an able-bodied person, a younger sibling, a literary character, or a person from another place.

Objectives for Cross-Curricular Modifications:

Health:

Students will work in groups to analyze what kinds of things we do to increase/maintain health. In the end, students will create a health manual or commercial to explain the health procedure.

Social Studies:

Students will write "A Day in the Life" entry that focuses on the diet and exercise of someone who is important to your content area. That is, it will be someone from a specific historic or geographic setting.

Physical Education:

Students will analyze the need for warming up — physically AND mentally — before any physical activity. This analysis will also link the importance of having a healthy mind and a healthy body.

STRATEGIES: Healthy minds, healthy bodies

Objective of Activity

Students will work in groups to analyze what kinds of things people do to increase/maintain health. In the end, students will figure out how they would teach a health procedure to someone else.

Skills Developed Through Activity

Analysis of cause/effect relationships; compare/contrast; prioritizing; analysis of audience; problem solving; working in the abstract; explanatory/descriptive writing/speaking.

Time Required

90 minutes

Materials for Groups

Large paper and markers; reproducible "Strategies: What Are Some of Yours?"

Materials for Each Student

Reproducible of participant bio/journal entries; reproducible of student FAQs on disabilities

Links to Character Education

This activity has students look closely at cause and effect relationships, as well as the benefits of working hard. Understanding these elements is key to setting goals, and setting goals is a key component of character education.

Preparation

Students will likely have questions about disabilities and the disabled, as well as some preconceived notions, which may or may not be true. To help you prepare for discussing disabilities and the disabled, these materials include a set of frequently asked questions (FAQs) on this topic that you can use as a reproducible. The activity and the reproducible can help dispel misconceptions. Particularly important to this activity is to help establish that having a disability *does not* equate to being unhealthy. You can also access more information on disabilities issues through the list of Web resources on pages 54 and 55 of this document.

Introductory Activity

As a class, have students brainstorm some of the things they do that promote health and fitness. They'll likely start off with obvious forms of exercise like running or playing a sport. However, on their own or with your guidance, they may realize that there are things they do in the course of a day which also promote health and fitness, including what they eat. And during that part of the discussion, make sure students distinguish between "diet: what one eats" and "diet: what one goes on in order to lose weight." As students talk about these behaviors, they may connect certain activities with mental/emotional well-being.

Once you have a good list and have discussed some of the activities on the list, ask students how they might prepare for a multi-day trip on a bicycle.

- *What on the list would help? Anything that's not on the list?*

After a brief discussion, ask how they might prepare for a multi-day trip on a handcycle or wheelchair. Use this opportunity to introduce Face of America — an initiative that involves a diverse group of people who come together to promote unity by traveling great distances on bicycles, handcycles, and using many other means. Point out that participants are old and young, champion and novice, disabled and able-bodied riders from a variety of ethnic backgrounds.

Have students read participant bios and diaries that are part of these materials. Ask students to imagine how these participants prepared for their event. The bios/diaries should help students understand that good health is accessible for all, regardless of one's physical conditions. By reading from the participants' points of view, students should reevaluate their thoughts on what it means to be healthy. And by having students explore the reflections of some participants, you will provide a natural segue to their reflections on their own health habits.

STRATEGIES: What are some of yours?

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Eat your greens... Brush your teeth after eating sweets... Stretch before you exercise... Exercise regularly... Take the stairs instead of the escalator...

We have been learning about health all our lives. Health is not just important to "nagging" mothers or barking PE coaches — maintaining health is important to all of us. In fact, many of us do things that keep us healthy or make us better. At the same time, many of us realize that we could probably be doing more to be healthy.

Regardless of what you do (or don't do), it's probably not the same as what your friends do or what other family members do. We enjoy different things, and we have different needs. As a result, we have our own unique health strategies and procedures.

Face of America demonstrates how some very determined people have health habits that many others would envy. How many of us could bike hundreds of miles, much less use a handcycle or a wheelchair to do it? Though their strategies for staying healthy may be different from our own, we can still learn a lot from them. The same can be said of you — there are some things that you can teach others. What are your strategies? Let's find out.

Listing them out ...

On your own, make a list of the kinds of things you do that help you to be healthy — these can be things that make you physically healthy, mentally healthy, or both. (After all, there's usually a connection, right?) They can be very ordinary things or extraordinary things, athletic activities or mental activities. What about foods you have learned to prepare? Are you taking any classes that teach you things that are good for your mind or body?

Narrowing in ...

Share your list of strategies and procedures with your group. If any items on your list are confusing to others, explain them briefly. Each group member should then choose one item from the list and tell two reasons why they think it is a strategy or procedure that is worth explaining. Vote on one strategy or procedure.

What do you really do?

There is now at least one person in your group who knows how to do the activity at hand. The group's job is to figure out how to bring out all the details so that you could describe it to anyone. For now, focus on one audience member and decide for whom you would like to create your description. Think about teaching a sibling, a person with different abilities from your own, someone from a different country, or perhaps a visitor from another planet. For example, teaching someone to hit a softball is a challenge if that person has never even seen a bat.

Sloooowly

Act out your activity in slow motion. First do it alone and then ask the others to imitate you. The group should ask the demonstrator questions to make sure it's being done correctly.

Consider the following questions and have a note taker detail all relevant information:

- ☆ When do you do this activity?
- ☆ How does it feel? How do you know when you are doing it right?
- ☆ What are the various parts of the body that are used during and/or benefit from this activity? Why? How?
- ☆ What might limit someone from doing this? Can you think of alternative ways of doing it?

(De)scribe it

Together, break the activity down into a list of steps — as many steps as you can think of. Decide how you'd explain these steps to someone else. How would you do it in person? What if you could not talk? What if you could use only words and pictures?

STRATEGIES: ALTERNATIVE SUGGESTIONS

Alternative Plan

If you do not have enough time to develop this activity fully, it can be done with an entire class. Using your brainstorming list from the beginning of the lesson, lead the class in picking one strategy to teach to someone else. Together, you and your students can decide on the audience and on how to teach the strategy to that audience. By leading the activity from start to finish, you will ensure that students stay on task, which should mean that the activity can be completed in less time.

Extensions of the Activity

To extend this lesson plan and increase its skills and applications, students can:

- use video equipment and film a lesson on the health strategy/procedure. Students can act as though they're creating an educational public service announcement/commercial. They should figure out the audience for their video.
- create a storyboard or instruction manual to illustrate their strategy.
- interview someone who is an expert on health issues — for instance, a PE coach, a parent who likes to cook, or a guidance counselor — about strategies that they recommend.

Writing Prompt

Cindy Stefanko, a participant in a Face of America event, states: "Athletics is an avenue to feeling capable, talented, and motivated. Disabled or not, many people lack the confidence for these qualities. I hope to be a part of bringing this side of the individual out so that they might see the world through a whole different view. When cancer struck me at age 17, I had many hardships to face and difficulties to overcome. My involvement in athletics was my guide to survival through my diagnosis." Is there something like athletics in your life, or the life of someone you know, that has this kind of power? Explain.

Literary Analysis

The "audience" for the explanation can be a literary character. What kind of special/additional information would the literary character need? That is, what about his/her setting (time and place) would affect his/her understanding of the strategy/procedure?

Students can role play a literary character and explain a procedure that is described or referred to in the literary work. If no such procedure exists, then students can explain a procedure that would have been common in the setting of the literary work.

NCTE AND IRA STANDARDS FOR THE ENGLISH LANGUAGE ARTS

1. Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts.

9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.

11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

McREL Language Arts Standards and Benchmarks

Writing

Standard 1: Uses the general skills and strategies of the writing process
1.8

Standard 2: Uses the stylistic and rhetorical aspects of writing
2.1

Standard 3: Uses grammatical and mechanical conventions in written compositions
3.2 - 3.7

Standard 4: Gathers and uses information for research purposes
4.1

Reading

Standard 5: Uses the general skills and strategies of the reading process
5.1, 5.4 – 5.6

Standard 6: Uses reading skills and strategies to understand and interpret a variety of literary texts
6.1, 6.7 – 6.9, 6.11

Standard 7: Uses reading skills and strategies to understand and interpret a variety of informational texts
7.1 – 7.7

Listening and Speaking

Standard 8: Uses listening and speaking strategies for different purposes
8.1 – 8.8, 8.11

☆ ☆ ☆ Strategies — Healthy minds, healthy bodies

Objective of Activity

Students will work in groups to analyze what kinds of things we do to increase/maintain health. In the end, students will create a health manual or commercial to explain the health procedure.

Curriculum Standards/Skills

Analysis of cause/effect relationships; compare/contrast; prioritizing; analysis of audience; problem solving; working in the abstract; explanatory/descriptive writing/speaking.

Time Required

90 minutes

Materials for Each Student

Reproducible of participant bio/journal entries; reproducible of student FAQs on disabilities

Background

This activity is an opportunity for you to:

- link good health to both physical health and emotional/mental health
- reinforce that having a disability does not equate to being unhealthy
- distinguish between "diet: what one eats" and "diet: what one does to lose weight or maintain a certain weight"

For this activity, students will examine some of their rituals or procedures that promote physical and/or emotional well-being. They may include playing a sport or having a hobby or daily activity that promotes exercise, stretching before working out, thinking about what to expect before engaging in an activity, reflecting on it afterwards, or preparing healthy meals.

Preparation

Because students will be reading biographies and journal entries of Face of America participants, they will likely have questions about disabilities and the disabled, as well as some preconceived notions, which may or may not be true. To help you prepare for discussing disabilities and the disabled, these materials include a set of frequently asked questions (FAQs) on this topic that serves as a reproducible to use for the activity. You can also access more information on disabilities issues through the list of Web resources. You, the FAQs, and the activity can help students come to a better understanding of the topic.

Introduction

Begin by asking students about the health benefits associated with riding a bicycle on a regular basis, e.g., cardiovascular fitness, muscular development of legs, burning of calories, even some mental/emotional therapy. As a way to introduce Face of America, ask students about the health benefits of using handcycles and wheelchairs. Then explain that Face of America is an initiative that involves a diverse group of people who come together to promote unity by traveling great distances on bicycles, handcycles, and many other means. Point out that participants are old and young, champion and novice, disabled and able-bodied riders from a variety of ethnic backgrounds.

Have students read participant biographies and journal entries that are

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part of these materials. Ask students to imagine how these participants prepared for their event. That is, what kinds of health/fitness procedures enabled them to participate? Plus, the bios/diaries should help students understand that good health is accessible for all, regardless of one's physical conditions. By reading from the participants' points of view, students should also reevaluate their thoughts on what it means to be strong and healthy. And by having students explore the reflections of some participants, you will provide a natural launching pad for their reflections on their own health habits/procedures.

Suggestions for Health Manual/ Commercial

Because students will choose one strategy and break it down in detail as if they were going to create a manual and/or a commercial on the procedure, you should discuss some of the different types of strategies/procedures for increasing and maintaining health. And in that discussion, you may want to talk about the ways in which health strategies/procedures can differ from one person to the next, depending on individual needs. (This idea will be reiterated when students share their own strategies.)

To complete the activity, students should brainstorm their own health strategies, making sure to cover many different types, such as diet, physical activities and mental activities. Next, they should share all or some of these with their group. And then as a group, students should pick out one health strategy to break down into a step-by-step fashion. In the end, students should present these steps in a way that someone else could copy them.

Post Activity Discussion Questions/ Assessment

- How could others learn about being healthy from Face of America?
- How could others learn about being healthy from you?
- Why do some strategies work for some, but not for others? Can you give an example?
- How did you learn from others' strategies?

☆ ☆ ☆ **National Standards for Health Education**

Standard 1: Students will comprehend concepts related to health promotion and disease prevention. Performance indicators for this standard center around identifying what good health is, recognizing health problems, and ways in which lifestyles, the environment, the public policies can promote health.

Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks. Performance indicators include identifying responsible and harmful behaviors, developing health-enhancing strategies and managing stress.

Standard 4: Students will analyze the influence of culture, media, technology, and other factors on health. Performance indicators are related to describing and analyzing how one's culture, background, messages from media, technology, and one's friends influence health.

Standard 6: Students will demonstrate the ability to use goal-setting and decision making skills to enhance health. Performance indicators focus on setting reasonable and attainable goals and developing positive decision making skills.

MCREL Health Standards and Benchmarks

Standard 3: Understands the relationship of family health to individual health 3.1

Standard 6: Understands essential concepts about nutrition and diet 6.1

Standard 7: Knows how to maintain and promote personal health 7.1-7.3

☆ ☆ ☆ Strategies — Healthy minds, healthy bodies

Objective of Activity

Students will write "A Day in the Life" entry that focuses on the diet and exercise of someone from a specific historic or geographic setting.

Curriculum Standards/Skills

Analysis of cause/effect relationships; compare/contrast; explanatory/descriptive writing; analysis of historic/geographic setting; analysis of priorities in a different setting; working in the abstract; working in groups.

Time Required

60 - 90 minutes

Student Materials

Reproducibles of participant journal entries; reproducible of student FAQs on disabilities

Background

In order to write about a day in the life of someone else, students will have to know what a typical day might consist of. This could be a day for someone from a different time period, place, or from a different culture. Students should know enough about some of the typical daily activities and the diets of the people you choose to complete this activity.

Preparation

Because students will be reading biographies and journal entries of Face of America participants, they will likely have questions about disabilities and the disabled, as well as some preconceived notions, which may or may not be true. To help you prepare for discussing disabilities and the disabled, these materials include a set of frequently asked questions (FAQs) on this topic that serves as a reproducible to use for the activity. You can also access more information on disabilities issues through the list of Web resources. You, the FAQs, and the activity can help students better understand the topic.

Introduction

As a class, quickly brainstorm a list of activities and behaviors that promote good health and fitness. After students create a list that includes forms of exercise, healthy foods, and perhaps examples that promote emotional health, ask them what they could teach people who live(d) in the setting that they are currently studying. (You may need to help students recognize that we might be aware of certain things that others may not know.) Introduce Face of America by saying that your students will probably learn something about health and fitness from others by learning about Face of America.

Before having students read the journal entries from some of the Face of America participants, provide some background on Face of America. Explain that it is an initiative involving a diverse group of people who come together to promote unity by traveling great distances on bicycles, handcycles, and other means. Participants are old and young, champion and novice, disabled and able-bodied riders from a variety of ethnic backgrounds.

The journal entries will help show students that good health is accessible, regardless of one's physical conditions. Further, the entries

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model the ability of humans to adapt to their situation. Often someone who has a disability cannot do things in the exact same way that an able-bodied person can. Understanding that the ability to adapt is vital in understanding people who live in a different setting. How are they influenced by their environment and circumstances? In the end, students will be more likely to understand how people throughout the world and throughout history have experienced the universal need to maintain their health. Students will see a connection between themselves and those in different settings.

Suggestions

Before students write about a "Day in the Life," have them list things they know about the setting and the people who live(d) there. In addition to their diet, what kinds of activities are/were typical? Are there daily activities that promote(d) physical exertion and exercise? (Maybe the activity is not one that is/was considered exercise but is/was just part of day-to-day existence.) In some cases, it's important to include some activities/diets known to be harmful. This discussion is also an opportunity to talk about some of the differences among the people in the setting. Do the activities/diets differ between men and women? Young and old? Rich and poor? Ask students to explain why. It is an excellent opportunity to assess your students' knowledge of the people and the setting you choose.

Finally, have students write about a typical day from the perspective of someone living in that setting. Make sure that students realize that they should focus on those activities and foods that promote(d) and/or harm(ed) health. If possible, you can even assign students different profiles of the people (rich, poor, male, female) to use in their writing.

Post Activity Discussion Questions/ Assessment

- How is your life different than the one you described? How is it similar?
- Do you think that people who live in your area are more active, less active or about as active as those who live(d) in the place you explored?
- Do you think that people who live in your area have a healthier diet, a less healthy diet, or about the same as those in the place you explored?

Geography Standards and Benchmarks

Places and Regions
Standard 4: Understands the physical and human characteristics of place
4.1, 4.2, 4.4

Environment and Society
Standard 15: Understands how physical systems affect human systems
15.1, 15.2

Historical Understanding Standards and Benchmarks

Standard 1: Understands and knows how to analyze chronological relationships and patterns 1.1, 1.5

★ ★ ★ Strategies — Healthy minds, healthy bodies

Objective of Activity

Students will analyze the need for warming up — physically AND mentally — before any physical activity. This analysis will also link the importance of having a healthy mind and a healthy body.

Curriculum Standards/Skills

Analysis of cause/effect relationships; compare/contrast; working with groups; explanatory/descriptive speaking

Time Required

30 - 60 minutes

Optional Materials for Each Student

Reproducible of participant journal entries; reproducible of student FAQs on disabilities

Background

This is an activity that can become part of any warm-up period for classes. It will require some investment of time in the beginning to convince students of the need to warm up before an activity and to convince them of the relationship between being mentally ready and physically ready. In the end, they should recognize how important this warm-up period is to their health.

The extra class time is needed to break down and explain different procedures that you and your students may use. The process of breaking them down into steps, explaining why each step is important/how it promotes greater health, gives students a greater understanding of the procedures. (Without the step-by-step breakdown, students are much less likely to know why they should warm up.)

Breaking down a process is also an excellent opportunity to talk about the importance of getting mentally ready. Many athletes use the physical warm-up period as a time to focus their thoughts on what they hope to accomplish and why they want to accomplish it. Some even use visualization. Like so many things, building in a time for personal reflection promotes greater mental health, which in turn promotes greater physical health.

Preparation

The journal entries of Face of America participants will likely lead to questions about disabilities and the disabled, some of which may be based on some preconceived notions, which may or may not be true. To help you prepare for discussing disabilities and the disabled, these materials include a set of frequently asked questions (FAQs) on this topic that serves as a reproducible to use for the activity. You can also access more information on disabilities issues through the list of Web resources. You, the FAQs, and the activity can help students come to a better understanding of the topic.

Introduction

If possible, use the reproducible to read some journal entries of many of the participants of Face of America. Before having students read the journal entries, however, provide some background on Face of America events. Explain that it is an initiative that involves a diverse group of

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people who come together to promote unity by traveling great distances on bicycles, handcycles, and many other means. Point out that participants are old and young, champion and novice, disabled and able-bodied riders from a variety of ethnic backgrounds.

The participants' reflections help demonstrate a value in thinking about what you've done and what you hope to do. They help connect mental and physical fitness. Terrie Wurzbacher's entry reveals some of her physical and mental preparation for Face of America. Plus, by reading some participants' thoughts, students will see how people of many different abilities and backgrounds have been able to achieve healthy minds and healthy bodies.

Suggestions

Be sure to give students the opportunity to share some of the things they do to warm up — physically and/or mentally. Doing so will also promote the idea that each of us has a unique way of warming up. In the end, students will hopefully develop new health rituals that will extend well beyond PE class.

Post Activity Discussion Questions/ Assessment

- Why is warming up important?
- How can warming up mentally have an effect on performance?
- Can you do warm-up activities outside of sports (PE class)? How?

National Standards for Physical Education

1. Demonstrates competency in many movement forms and proficiency in few movement forms.
2. Applies involvement concepts and principles to the learning and development of motor skills.
3. Exhibits a physically active lifestyle.
6. Demonstrates understanding and respect for differences among people in physical activity settings.
7. Understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.

MCREL Physical Education Standard and Benchmarks

Standard 5: Understands the social and personal responsibility associated with participation in physical activity
5.1, 5.3

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